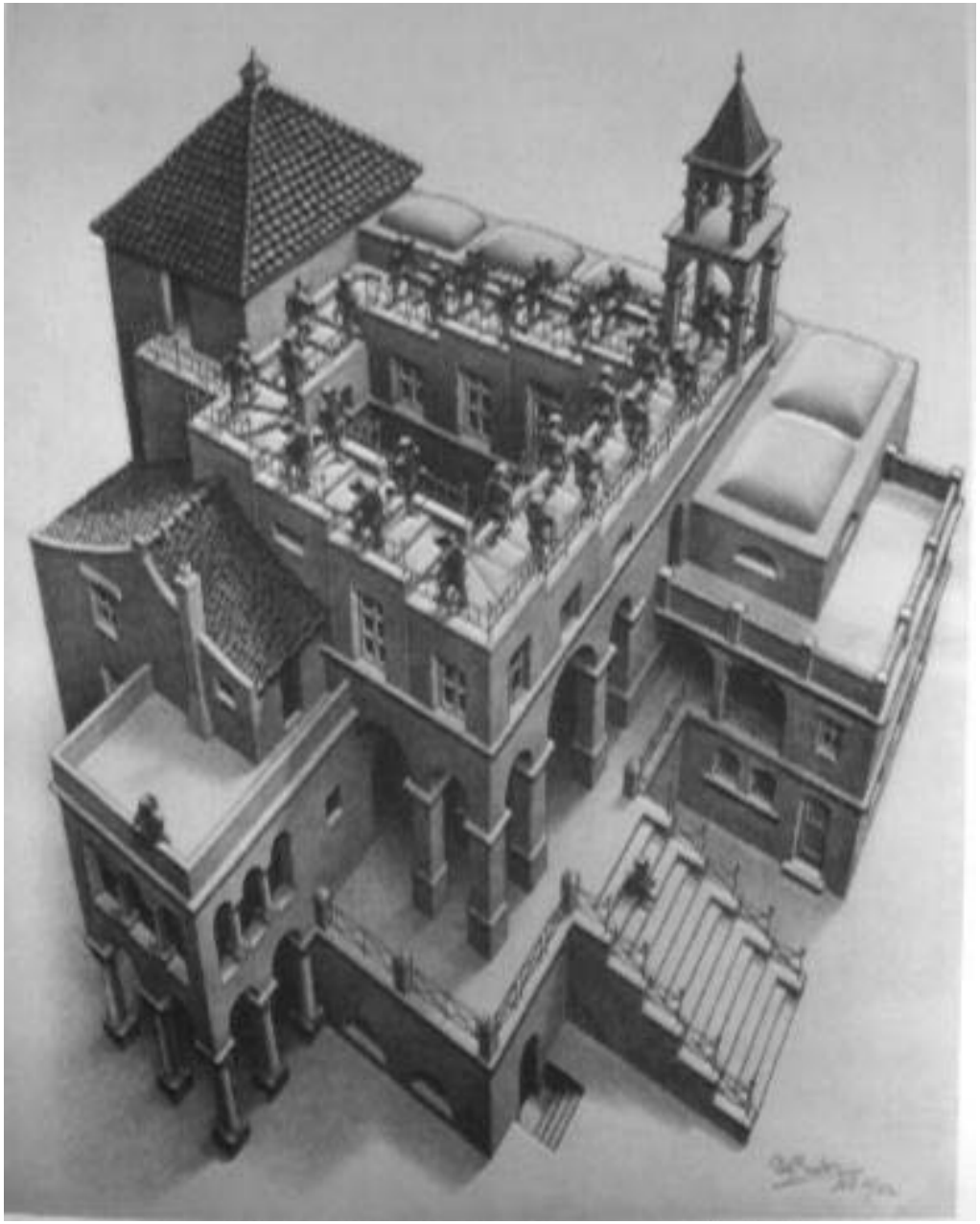
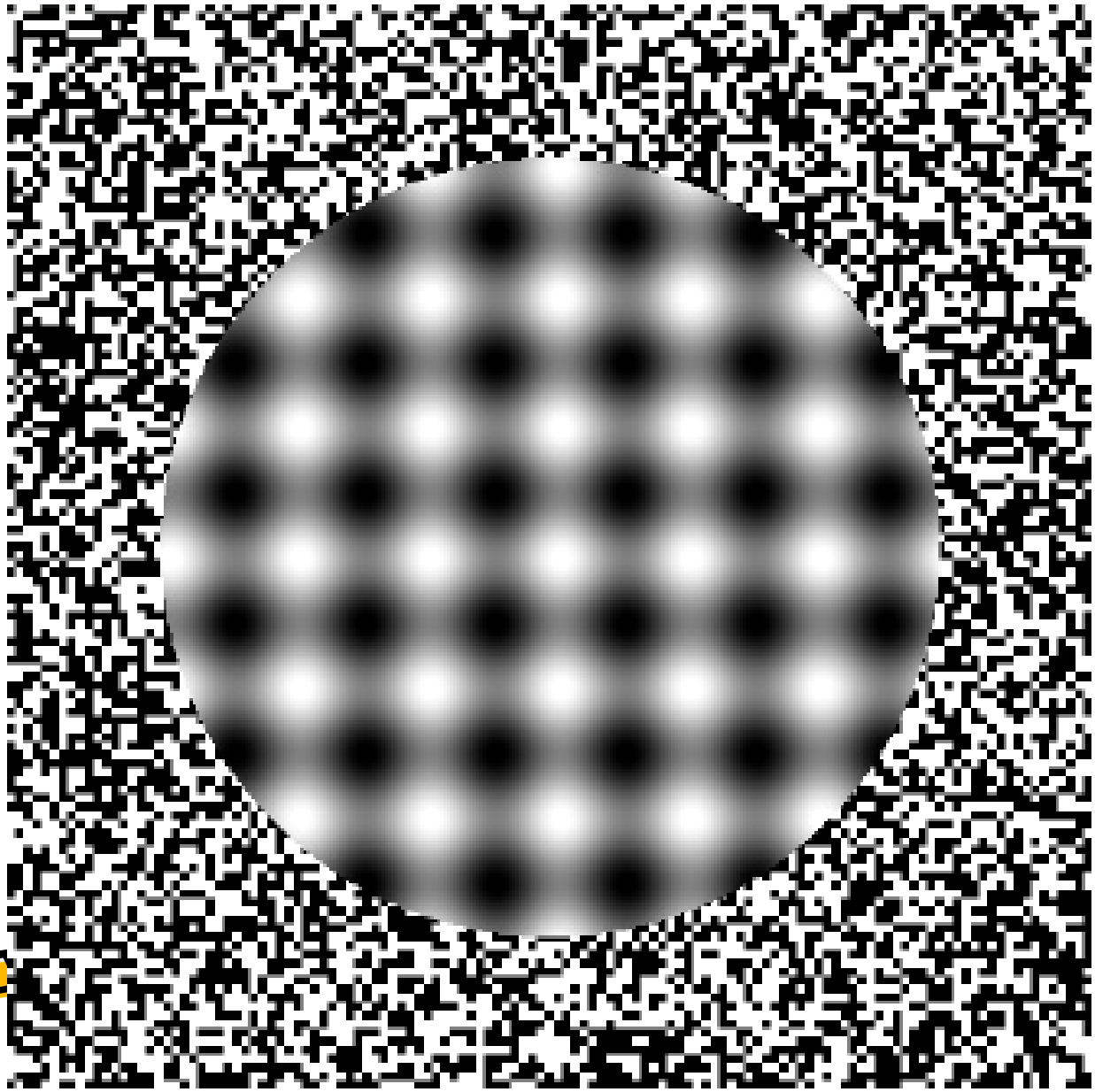
SCHOOL-TO-WORK: CREATING FUTURE PATHWAYS

Doonside Technology High School





The changing nature of work

The past ... occupations on vacancy lists pre 1900

- Amen man
- Back Washer
- Bellowfarmer
- Belly Builder
- Caddie
- Groover
- Fishfag
- Lungs
- Mango
- Punky

The changing nature of work

- Amen Man - parish clerk
- Back Washer - wool cleaner
- Bellowfarmer - maintained church organ
- Belly Builder - fitted interiors of pianos
- Caddie - errand boy
- Groover - miner
- Fishfag - female fish monger
- Lungs - fanned fire for an alchemist
- Mango - slave dealer
- Punky - chimney sweep

"I try my best…. I do well in some of my subjects and not so well in others. I can't see why they are important to my future in the workforce, or any other aspect of my future either ……but it's the relevance of what we study that really does the trick".

Values

Effective programs have staff who subscribe to a common set of values, underpinning teaching and learning

And ensure planning and resourcing are congruent with these values.

Reflection on school values

- *What are the values that we think we stand for?*
- *Who determines them?*
- *How do we articulate them?*
- *When the going gets chaotic what do we fall back on?*

NSW Context

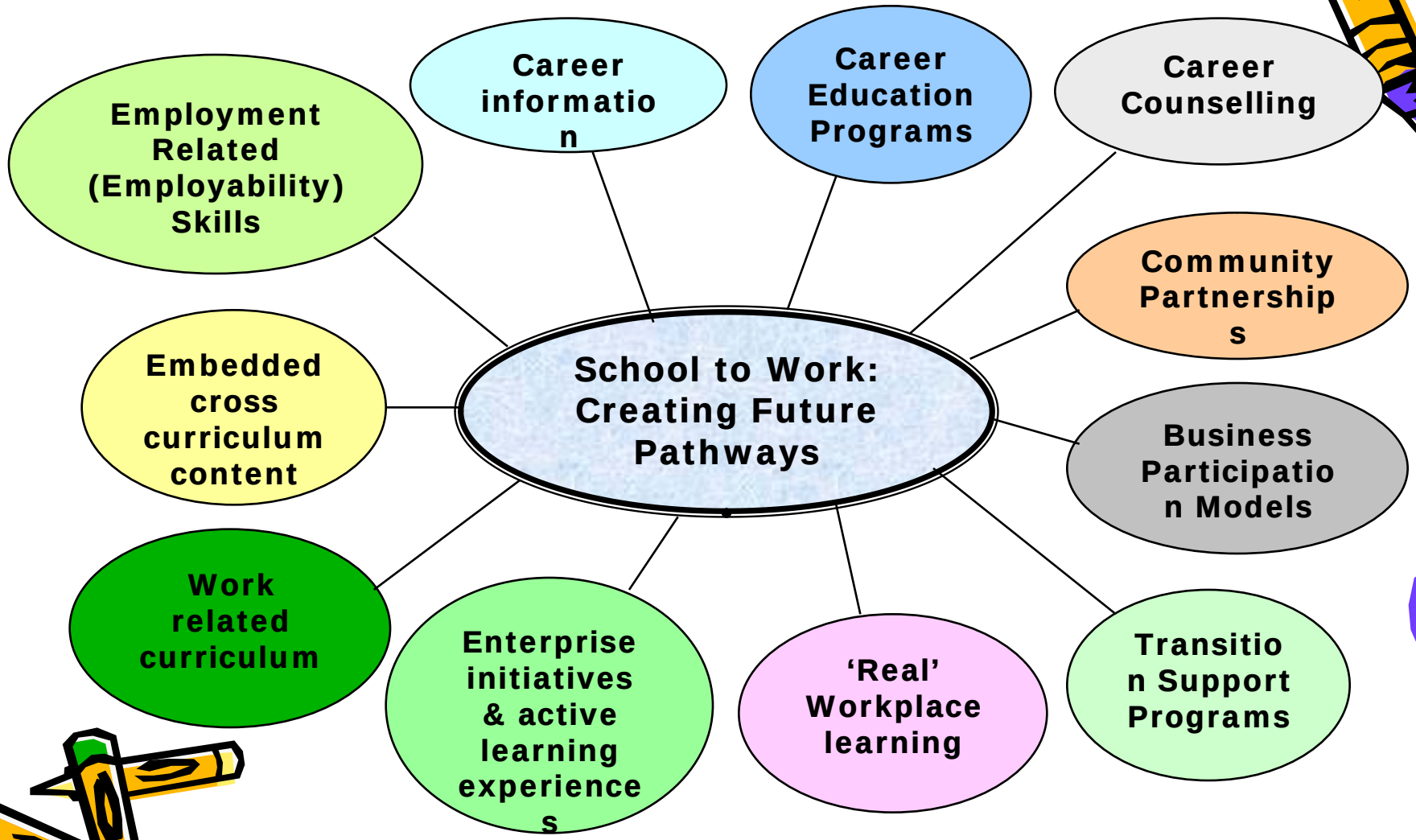
School to Work: Creating Future Pathways **provides a framework for:**

- the study of <u>work</u> in a key learning area
- Vocational learning in all key learning areas
- community and school-industry partnerships
- career education
- enterprise education activities
- development of key competencies and employability skills
- using authentic learning & real problem solving
- engaging students in learning

Vocational Learning

Vocational learning is learning that addresses broad understandings of the world of work and develops in young people a range of knowledge, skills, competencies and attributes relevant to a wide range of work environments. Vocational learning provides students with the opportunity to make connections between school and the

Program Scope



Four Key Result Areas

- Planning transition pathways
- Exploring career futures
- Strengthening student outcomes through vocational learning
- Building connections & networks

School to Work: Creating Future Pathways

2006-2010; Looking Forward

- Emphasis on enterprising thinking.
- A holistic career development approach closely aligned to teaching and learning programs.
- Exploration of realistic career perceptions and providing students with skills to action career decisions.

Future Directions

Early Years

Building career foundations → Exploring the world of work through roleplay and structured activities

Middle Years

Developing career perceptions → Experience and investigate work perceptions through diverse learning opportunities.

15-19 Year Olds

Actioning career decisions → Developing individualised and informed career plan and taking definitive action towards a career

Successful career transition → Post School

"Traditional academic subjects can positively embody vocational learning principles without at all jeopardizing intellectual rigor.

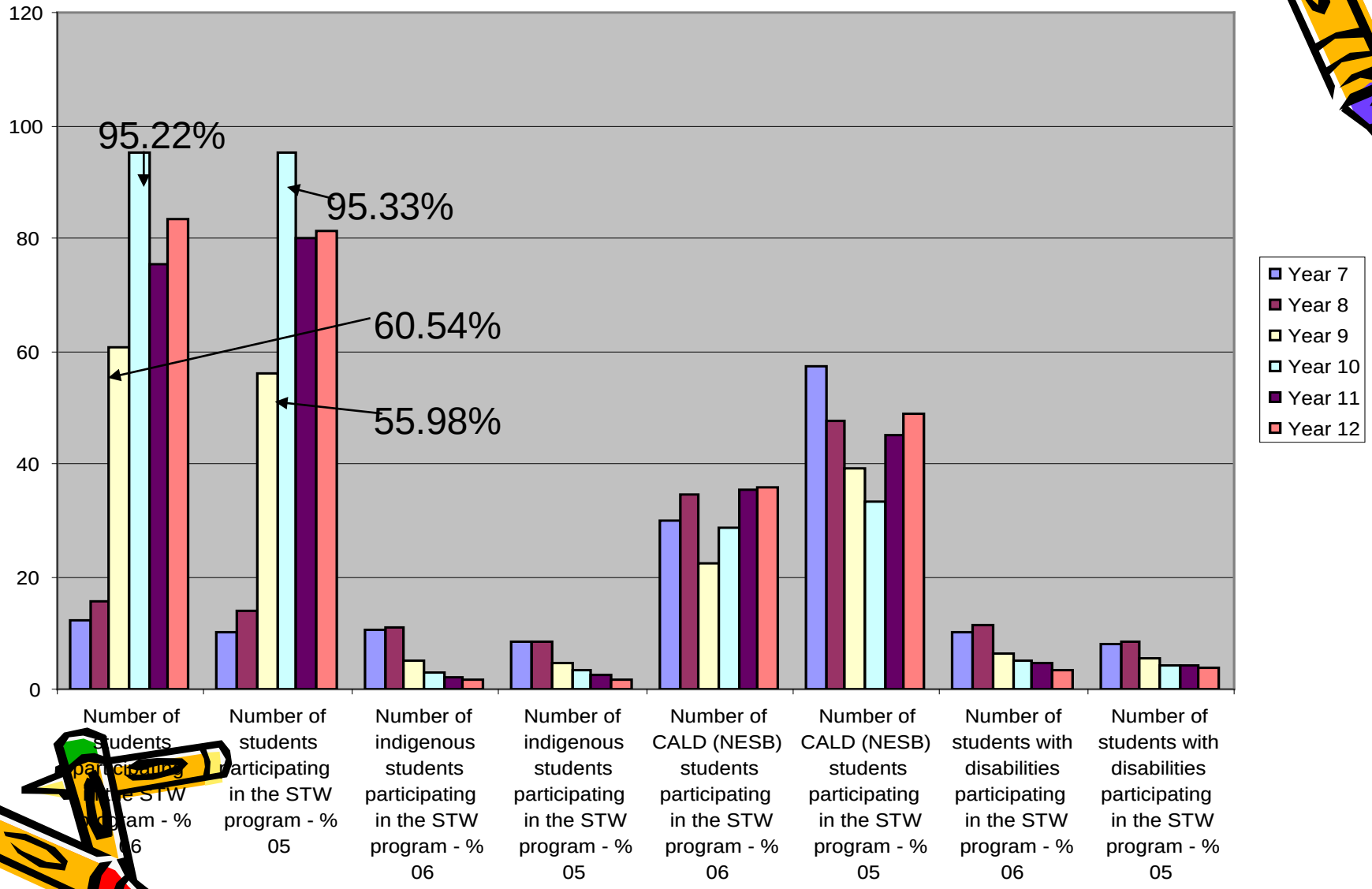
Connections can be made with life, work and culture and with life long learning. This is known as good pedagogical practice."

Position paper, 2002 –

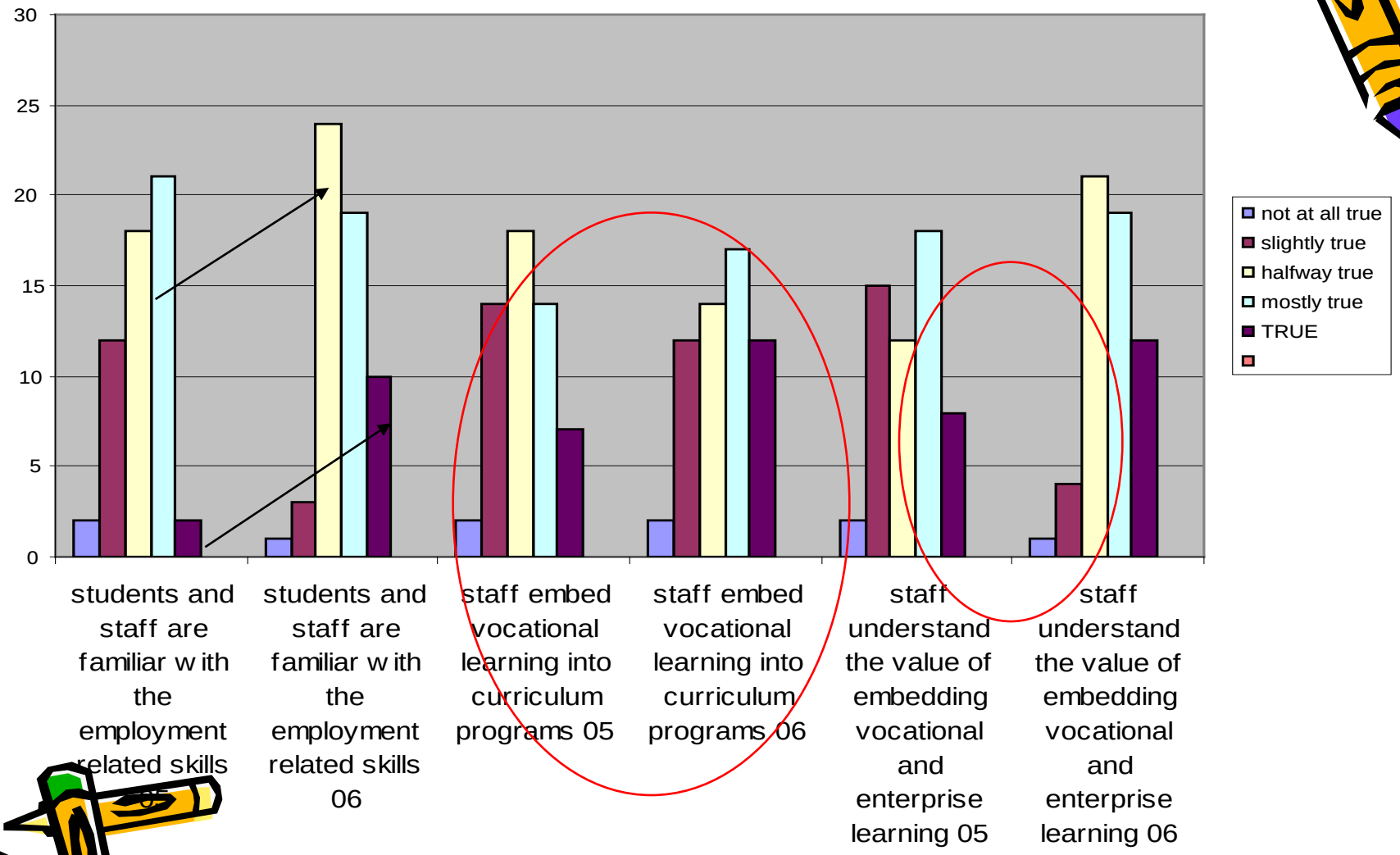
Australian College of Educators

2006 Regional Report

Student Participation



Vocational learning in the curriculum



- 48 schools have embedded community / business partnerships into their schools strategic plans. (42 in '05)
- In '06 44 schools recognised other partnerships aside from VEiS recognised- significant increase from 13 in '05
- Recognised programs such as 'Links to Learning' , Job Network and Youth Pathways continue to have a significant role for students in creating networks.

STW at Doonside Technology HS- 2006 report

- School priorities for 2007;
  - Year 11 Special Program of Study
  - Continued Beacon Foundation participation
  - Closer connections with local businesses
  - Work orientation programs catering for the needs of Sudanese students.

Employment Related Skills

Cross-cultural understanding

Self-management

Initiative and enterprise

Technology

Learning

Problem solving

Communication

Planning and organising

Teamwork

Each booklet provides teachers with examples of how these employment related skills are generally demonstrated in each KLA.

Mapping School-to-Work Outcomes across the Curriculum

Within Board of Studies Curriculum, School to Work outcomes can be:

Explicit…… specifically acknowledged in the curriculum.

Implicit…… a skill or practice utilised to assist implementation of vocational learning.

Explicit Competencies can be found in...

- PD.H.PE
- Science
- Work Education
- Commerce
- Languages (e.g. Indonesian, French, German)
- T.A.S. (e.g. Food Technology and Industrial Technology)
- VET Framework Courses (e.g. Hospitality)

Mapping Board of Studies Curriculums for School to Work Planning

EXAMPLE OF EXPLICIT VOCATIONAL LEARNING OUTCOME

Personal choice

Making informed decisions about career pathways. School / post school options.

Active lifestyle

- Patterns of work
- Types of work
- Workforce changes
- Personnel factors

Interpersonal relations

- Employer / employee
- Moving into the adult world of work

Interpersonal relations

- Employer / employee
- Moving into the adult world of work.

- Rights and responsibilities

Work portfolio

- Resumes, interviews, portfolios. Logbooks

Food production and processing

- Researching employment and careers in the food industry
- The use of correct hygiene, safety and handling practises for employees and small business

Food marketplace

- Looking at rights and responsibilities of all people in the food industry
- Staff - role specification, selection, safety
- Employee expectations and requirements

Food nutrition and consumption

- Budgeting to meet individual and group food needs.

Implicit Competencies can be found in...

- English
- Maths
- History
- Geography
- Computer Studies
- Visual Arts
- Drama

Mapping Board of Studies Curriculums for School to Work Planning

STAGE 4

STAGE 5

Talking and listening

- Talk about and reflect upon their experiences and feelings.
- Speculate and hypothesise.
- Use talk to solve problems, modify opinions and develop arguments.
- Share possible solutions, ideas and questions.
- Group discussion, interviews, role play.
- Prepared talks, gathering oral history, audio/visual taping of rehearsed and unrehearsed talks.

Writing

- Comparing/contrasting successful/unsuccessful people using stimulus material.
- Letters, resumés, (assessment), application forms,diary, log book, workplace projects.

ematics in the workplace

lculate earnings for ployees, including overtime s.

lculate income for types of rk e.g .part - time, casual s.

lculate and make nparisons involving different ployment conditions and reers.

aph data on careers e.g. ployment rates.

aph the changing nature of e workforce.

STW Student Outcomes

- keep a record of their skills and qualifications
- articulate their skills and qualifications more clearly for job interviews and applications to further education
- construct a resume
- better understand the value of all subjects/ courses STUDIED at school
- be better prepared/organised for the changing nature of employment education and training
- meet outcomes listed in the BOS K-10 Curriculum Framework and New HSC syllabuses

A time to reflect:

"*Vocational learning contains many features for providing flexible, contextual, rigorous, diverse, and innovative learning for either generic or specific purposes to all stages of education*"

Australian College of Educators 2002

KLA Workshop: Embedding School-to-Work

Doonside Technology High School

How will Vocational Learning enhance your classroom?

- Relevance and interest
- Quality teaching and learni
- Enhanced subject selection
- Sense of value to subjects
- An understanding of pathways options
- Greater confidence about future opportunities
- Explicit learning of employment related skills

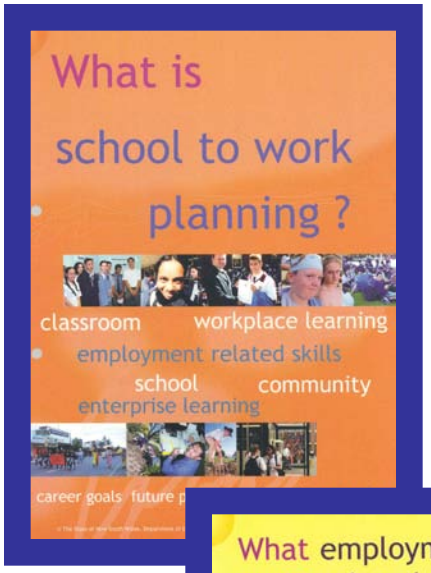
2005 KLA Booklets

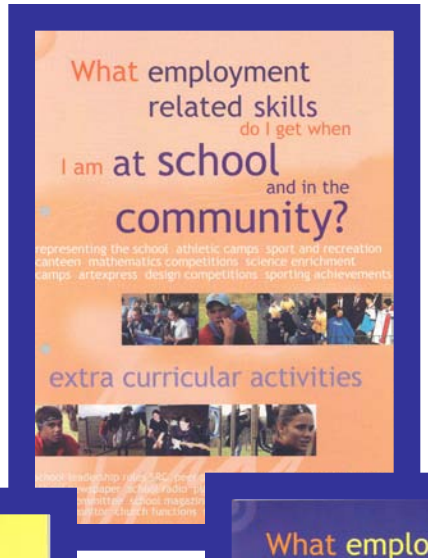
- Annotated BOS unit with employment related skills
- Information on how to use the 2005 logbook
- Logbook overview
- Lots of sample log sheets for each KLA
- New and improved vocational learning activities
- Sample vocational learning unit of work in each KLA endorsed by the Curriculum K-12 Directorate
- Employment related skills and their elements
- Employment related skills mapping
- Extensive resource and website listing
  - Focus on *The Real Game*, *myfuture.edu.au* and *ReCaP*

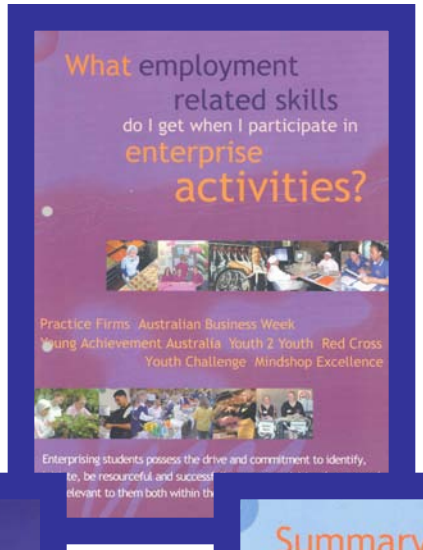
KLA Support Books- Sections

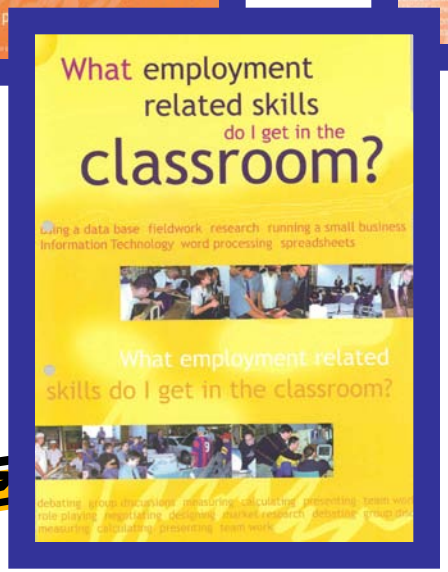
1. **Vocational and Enterprise Learning** – what they mean and how they link to the curriculum
2. **Employment Related Skills in the Classroom** – samples of employment related skills and the logbook overview
3. **Student Vocational Learning Activities** – sample activities and a sample unit of work
4. **Education and Training Pathways** – credit transfer arrangements, traineeships and apprenticeships, School Based Traineeships
5. **Vocational and Enterprise Learning Resources** – ERS and their elements

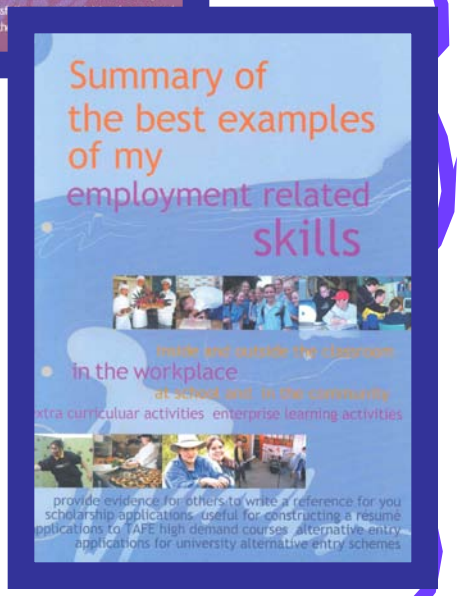
Logbook Sections











Sample Log sheet

SAMPLE CLASSROOM LOG SHEET

Name	*John Smith*	**Date**	*3/2/2005*	**Subject**	*Mathematics*

Classroom Activity, Topic, Assignment or Unit

Calculating earnings – wage, salary, commission etc

Employment Related Skills ☑

☐ Self-management	☐ Initiative and enterprise	☑ Learning	☑ Communication	☐ Cross-cultural understanding
☐ Teamwork	☑ Planning and organising	☑ Problem solving	☐ Technology	

Describe how three of these skills were demonstrated
I can…/ I am able to…/ I know how to…

Skill: *Problem solving*

** I can read a word problem and determine the best method to solve the problem*
** I can calculate the salary for an occupation given a weekly wage*

Skill: *Technology*

** I can use a calculator to calculate the salary/wage/commission for different occupations*
** I can use the internet to research and compare earnings for different careers*

Skill: *Communication*

** I can explain to the class the difference between a salary and a wage*
** I can write the solution to a problem using the correct method*

Reflection on Learning Experience ☑
Comment on one or more of the following:

☑ areas of success	☐ areas for improvement	☐ further research

** I was able to present to the class an explanation of the different types of earnings*
** I can appreciate the variety of jobs available and the earnings for each job*

How could I use the Logbook?

STUDENT DIRECTED

1) Student brings logbook
2) End of topic ➔ summary brainstorm
3) Students identify skills developed & record on sheets
4) Teacher initials sheets
5) Student files into logbook

TEACHER DIRECTED

1) Teacher keeps blanks
2) End of topic ➔ summary brainstorm
3) Students identify skills developed & record on sheets
4) Teacher collects/initials all sheets
5) Teacher gives sheets to facilitator
6) Facilitator arranges clerical support to file)

Resources of Interest

INVESTIGATING
POMPEII & HERCULANEUM

CAREERS IN SCIENCE
CHOOSE YOUR OWN ADVENTURE

EcoLogic Resources

http://www.powerhousemuseum.com/designersatwork/index.html

http://www.channel4.com/history/microsites/W/worstjobs/georgian4.html#1

Le Français au Travail
Création d'un site Web

http://www.abc.net.au/acedayjobs

The Real Game Series

the Real game

12-14 years old

the Be Real game

14-16 years old

the Get Real game

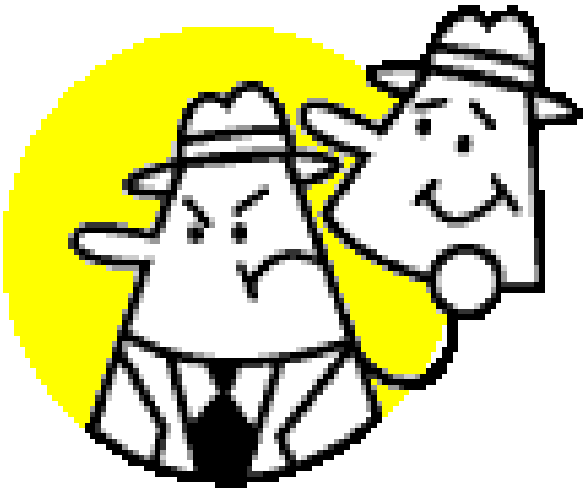
16-18 years old

Employability Skills posters.

Inside the Classroom

- Annotate an existing program- what is already there?
- How can employment related skills be made more explicit in your teaching?
- Brainstorm ideas for creating relevance to the world of work for your students
- What resources could you use- people & objects.

BE INNOVATIVE!



- *If nothing changes, nothing changes.*